

TAMASSEE—SALEM MIDDLE

P.O. Box 96
Salem, SC 29676

GRADES 6-8 Middle School

ENROLLMENT 138 Students

PRINCIPAL Steve M.R. Moore 864-944-0444

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

0

8

30

10

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

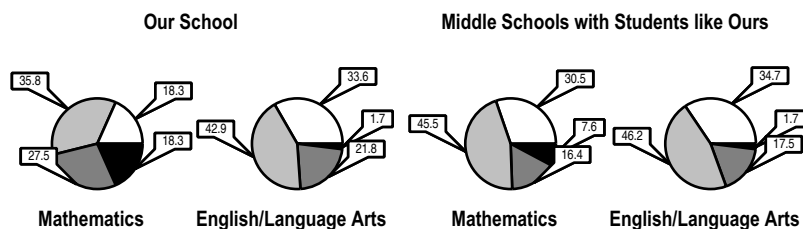
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	10	34	34
Percent satisfied with learning environment	90.0%	81.3%	75.8%
Percent satisfied with social and physical environment	90.0%	85.3%	63.6%
Percent satisfied with home-school relations	60.0%	81.8%	73.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	134	99.3	33.6	42.9	21.8	1.7	23.5	17.6
Gender								
Male	66	98.5	48.4	37.1	14.5	N/A	14.5	17.6
Female	68	100.0	17.5	49.1	29.8	3.5	33.3	17.6
Racial/Ethnic Group								
White	134	99.3	33.6	42.9	21.8	1.7	23.5	17.6
African-American	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	94	100.0	23.5	43.5	30.6	2.4	32.9	17.6
Disabled	40	97.5	58.8	41.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	134	99.3	33.6	42.9	21.8	1.7	23.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	134	99.3	33.6	42.9	21.8	1.7	23.5	17.6
Socio-Economic Status								
Subsidized meals	79	100.0	38.2	39.7	20.6	1.5	22.1	17.6
Full-pay meals	55	98.2	27.5	47.1	23.5	2.0	25.5	17.6

Mathematics								
All students	134	100.0	18.3	35.8	27.5	18.3	45.8	15.5
Gender								
Male	66	100.0	22.2	38.1	25.4	14.3	39.7	15.5
Female	68	100.0	14.0	33.3	29.8	22.8	52.6	15.5
Racial/Ethnic Group								
White	134	100.0	18.3	35.8	27.5	18.3	45.8	15.5
African-American	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	94	100.0	8.2	28.2	37.6	25.9	63.5	15.5
Disabled	40	100.0	42.9	54.3	2.9	N/A	2.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	134	100.0	18.3	35.8	27.5	18.3	45.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	134	100.0	18.3	35.8	27.5	18.3	45.8	15.5
Socio-Economic Status								
Subsidized meals	79	100.0	23.5	35.3	27.9	13.2	41.2	15.5
Full-pay meals	55	100.0	11.5	36.5	26.9	25.0	51.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	51	N/A	25.5	49.0	17.6	7.8	25.5
	Grade 7	40	N/A	35.0	37.5	27.5	N/A	27.5
	Grade 8	38	N/A	18.4	65.8	10.5	5.3	15.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	41	100.0	37.5	37.5	22.5	2.5	25.0
	Grade 7	49	100.0	22.7	52.3	22.7	2.3	25.0
	Grade 8	44	97.7	42.9	37.1	20.0	N/A	20.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	51	N/A	17.6	35.3	31.4	15.7	47.1
	Grade 7	40	N/A	35.0	42.5	15.0	7.5	22.5
	Grade 8	38	N/A	36.8	52.6	10.5	N/A	10.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	41	100.0	15.0	27.5	37.5	20.0	57.5
	Grade 7	49	100.0	15.9	36.4	25.0	22.7	47.7
	Grade 8	44	100.0	25.0	44.4	19.4	11.1	30.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 138)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	11.1%	14.4%
Retention rate	1.4%	Down from 12.5%	2.7%	2.3%
Attendance rate	97.0%	Up from 96.5%	94.9%	95.2%
Eligible for gifted and talented	7.6%	Up from 3.9%	12.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	28.5%	Down from 30.9%	14.7%	14.1%
Older than usual for grade	2.2%	Down from 8.5%	4.2%	4.9%
Suspended or expelled	0.0%	No change	1.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 6)				
Teachers with advanced degrees	33.3%	N/A	45.2%	47.1%
Continuing contract teachers	83.3%	N/A	81.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	84.0%	84.3%
Teacher attendance rate	96.5%	Up from 95.9%	94.8%	95.0%
Average teacher salary	\$31,289	N/A	\$38,921	\$39,924
Prof. development days/teacher	11.2 days	Up from 10.0 days	11.0 days	10.7 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio	8.5 to 1	Down from 9.1 to 1	20.9 to 1	21.0 to 1
Prime instructional time	91.8%	Down from 92.0%	88.6%	88.9%
Dollars spent per pupil*	\$4,823	Down 175.6%	\$5,752	\$5,854
Percent spent on teacher salaries*	56.8%	Down from 62.6%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	96.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our Middle School staff continually strives for excellence. Students have shown improvement on the PACT test and participated in various academic contests. They took part in the 2002 Writing Award sponsored by the Lieutenant Governor's office. Two students were named semi-finalists in the district for Letters about Literature contest. One student was named the State Winner and another placed 3rd at the state level for middle schools. Tamassee-Salem also had a student awarded the opportunity to attend the 2003 Young Writers' Conference for SC. In a co-effort by teacher and student, an article was published in the spring article of the National Council for Teaching Mathematics magazine.

Our Middle school team met and addressed concerns, made recommendations and incorporated staff development in their meetings. Middle School teachers attended conferences for classroom management, IEPs, and "Creating a Learning Centered School." They also attended classes on Brain Research to enhance personal professional development.

The School Improvement Council met monthly with the administration and continued to become a more active group within the school. They participated with the staff and administration during the Fall and Spring Open Houses. They greeted and informed parents of upcoming meetings and made an effort to recruit more active participants. The SIC members were also involved in the determination and distribution of the Palmetto Gold and Silver Award funds. Finding more active volunteers continues to be a perennial issue, though we have had much verbal support.

We are accredited by the Southern Association of Colleges and Schools and once again received an "All Clear" from the Office of School Quality.

William A. Hines
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.